Library Scope and Sequence (Big6 Frame Work)

Step 1: TASK DEFINITION / Cyber Curriculum (Sept/Oct?)

Grade 1

Ohio Library Guidelines

* Ask questions to help understand information found in reading material. (IL:D:1)

* Talk about the difference between factual information and fiction (e.g., what is real and what is pretend or make-believe). (IL: E 1)
  + Game: *Fiction or Nonfiction?*
  + InfoSkill: Determine Fact: Students will compare information sources to determine what is fact. (Build your own information literate school / Carol Koechlin, p. 66)
  + Book: Pairing Fiction and Nonfiction
  + Activity: Stretchy Library Lessons: Library Skills, p. 27

* Decide what information is needed (e.g., brainstorm needs by deciding what you already know, what you need to know, and what you want to learn). (IL:E:2)

**Safety & Security**

**CommonSense Media**

* Going Places Safely (Information Seeking Strategies)
  + Discover the computers can be used to visit far-away places and learn new things.
  + Understand that staying safe online is similar to staying safe in the real world.
  + Learn rules for traveling safely on the Internet.
* Security (Information Seeking Strategies)
  + Recognize the kind of information that is private.
  + Understand that they should never give out private information on the Internet.
  + Learn to create effective user names that protect their private information.
* Safe Online Talk (*from* 4-5)
  + Understand that private information should not be given to anyone online without the permission of a trusted adult.
  + Learn how to respond in an online friend asks them personal questions.
* Privacy Rules (*from* 4-5)
  + Learn which information they should avoid sharing online because it is private.

**CyberSmart**

* Private Identity Information
  + Communicate that computers can be used to visit far-off places and learn new things
  + Recall that cyberspace travel should include adult supervision

**Activities / Components**

CommonSense

* [Going Places Safely](http://www.commonsensemedia.org/sites/default/files/k-5-safety-goingplacessafely-lessonplan.pdf):

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| 1. Take a virtual field trip to experience different types of places on the Internet. | 1. [My Favorite Place Student Handout](http://www.commonsensemedia.org/sites/default/files/k-5-safety-goingplacessafely-handout.pdf) |

* Extension: Students share their favorite online places with family members and teach them about how to be safe online.
* Homework: Students make a poster to show where it is fun and safe to go online.

CyberSmart

* Private Identity Information

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| [Go Places Safely](http://cybersmartcurriculum.org/safetysecurity/lessons/k-1/go_places_safely/) | * + 1. [Go Places Safely / Always Take an Adult](http://cybersmartcurriculum.org/assets/files/activitysheets/k-1/Go_Places_Safely.pdf) coloring pages |

Students experience the excitement and power of the Internet while learning safety and security rules to protect their identities online, not only in terms of personal safety but in the context of identity theft.

**Additional Resources**

*See also* PLPDublineDallas10 - 1st Grade Lessons and Resources

<http://plpohiodallas10.wikispaces.com/1st+Grade+Lessons+and+Resources>

**Stay on a safe path.** As teachers, we post websites that we have previewed and see as safe learning areas for students. Often these sites have flashing icons and links to other games and activities. Children need to understand the importance of "staying on the path" in areas deemed safe and appropriate by a trusted adult. In the story Little Red Riding Hood, Little Red's mother reminds her to stay on the path to Grandma's house to keep safe. Little Red become distracted, ventures off the path, and puts herself in danger. Read the story or watch the United Streaming [video](http://player.discoveryeducation.com/index.cfm?guidAssetId=A377DFB0-7588-4E1A-B88F-6129BD12B051&blnFromSearch=1&productcode=US) (6 min. 18 sec). Discuss the path through the woods and how it is surrounded by many wonderful things, but also some not so safe ones. Make a connection between the character's path and the path to the sites you want children to navigate to within your classroom. Let them know that all sites on the internet are not safe.

SMART Red Riding Hood.docx

(check path, may have changed)

**BrainPOP, Jr.**

**Lesson Plan: Is Everything Real On the Internet?:**

<http://www.brainpop.com/educators/lp-iseverythingrealontheinternet/>

* **Internet Safety**

The Internet is a fun place to learn and communicate with friends, but it's important to be safe online! What should you do if a stranger contacts you online? In this movie, you’ll learn how to e-mail, chat, and surf the web while keeping you and your computer safe. You’ll explore computer viruses and how they can be downloaded to your computer and cause problems. Find out how to keep your passwords and personal information private.

<http://www.brainpopjr.com/artsandtechnology/technology/internetsafety/>

Grade 2

Ohio Library Guidelines

* Tell about the purposes of information use (e.g., information is helpful in solving problems). (IL:E:1)

* Ask questions to investigate problems or topics (e.g. use brainstorming or graphic organizers to decide what information is needed about the topic. (IL:E:3)

**Safety & Security**

**CommonSense Media**

* Staying Safe Online (Information Seeking Strategies)
  + Understand that being safe when they visit websites is similar to staying safe in real life.
  + Learn to recognize websites that are good for them to visit.
  + Recognize if they should ask an adult they trust before they visit a particular website.
* Keep It Private (Information Seeking Strategies)
  + Recognize the kind of information that is private.
  + Understand that they should never give out private information on the Internet.
  + Learn to create effective user names that protect their private information.
* Safe Online Talk (*from* 4-5)
  + Understand that private information should not be given to anyone online without the permission of a trusted adult.
  + Learn how to respond in an online friend asks them personal questions.
* Privacy Rules (*from* 4-5)
  + Learn which information they should avoid sharing online because it is private.

**CyberSmart**

* Private Identity Information
  + Identify information that is private
  + Recall that private information should not be given out in cyberspace without permission of a parent or teacher
  + Describe how students can collaborate on a project in cyberspace

* Online Privacy
  + Recognize Web forms requesting private information
  + Recall never to submit private information to a site—even one with a favorite character—without a parent's permission

**Activities / Components**

CommonSense

* [Staying Safe Online](http://www.commonsensemedia.org/sites/default/files/k-5-safety-stayingsafeonline-lessonplan.pdf):

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| Match statements about websites to colors of a "website traffic light" that symbolizes various levels of online safety. | * + 1. [Website Traffic Light student handout](http://www.commonsensemedia.org/sites/default/files/k-5-safety-stayingsafeonline-handout.pdf) |

|  |  |
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| Play an interactive game to judge which sites are best for them. | * + 1. Red light, Green light |

* + Extension: Students make a website traffic poster in groups with tips about to identify "just right" sites.
  + Homework: Students find "just right" sites to visit with family members.
* [Keep It Private](http://www.commonsensemedia.org/sites/default/files/k-5-security-keepitprivate-lessonplan.pdf):
  + Analyze an online form that asks for private information
  + View sites that ask them to create user names and formulate rules for safeguarding their privacy.
  + Extension: Groups of students create a "Private: Keep Out" poster and a set of rules for creating user names.
  + Homework: Students share with a family member the user names they created in class and the rules for secure user names.

~~CyberSmart~~

* ~~Private Identity Information~~

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| [~~What's Private?~~](http://cybersmartcurriculum.org/safetysecurity/lessons/2-3/whats_private/) | [~~What's Private?~~](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Whats_Private.pdf) ~~student handout~~ |

* + Students experience the excitement and power of the Internet while learning safety and security rules to protect their identities online, not only in terms of personal safety but in the context of identity theft.
* ~~Online Privacy~~

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| [~~Filling Out a Form - Ask First~~](http://cybersmartcurriculum.org/safetysecurity/lessons/2-3/filling_out_a_form_ask_first/) | * + 1. [~~Filling out a Form - ask First student handout~~](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Filling_Out_A_Form_Ask_First.pdf) |

* + Students learn that commercial websites collect information about visitors and how to recognize whether such sites protect the privacy of children.

**Additional Resources**

**Hector's World** (Cyber(SMART:) [Australia, 2009])

<http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World/For%20teachers/~/media/Files/Hectors%20World/Teacher%20Downloads/Hector%20episodes%20PDFs/Episode_1_Details_Details_lowerprimary_newlogo.ashx>

* Students understand that some information about themselves is special because it makes them unique.

• Students know that they should never give out their personal details online without a parent or teacher’s permission.

* Video: CyberSmart (Australia): Story 1: Details, Details

<http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World/Hectors%20World%20stories/Keeping%20your%20personal%20information%20safe/Episode%201.aspx>

**BrainPOP, Jr.**

* **Lesson Plan: Is Everything Real On the Internet?:**

<http://www.brainpop.com/educators/lp-iseverythingrealontheinternet/>

* **Internet Safety**

The Internet is a fun place to learn and communicate with friends, but it's important to be safe online! What should you do if a stranger contacts you online? In this movie, you’ll learn how to e-mail, chat, and surf the web while keeping you and your computer safe. You’ll explore computer viruses and how they can be downloaded to your computer and cause problems. Find out how to keep your passwords and personal information private.

<http://www.brainpopjr.com/artsandtechnology/technology/internetsafety/>

*See also* PLPDublineDallas10 - 2nd Grade Lessons and Resources

<http://plpohiodallas10.wikispaces.com/2nd+Grade+Lessons+and+Resources>

Grade 3

Ohio Library Guidelines

* Recognize that information gathering is based on a need (e.g., gather information to learn more about a topic or gather information answer questions. (IL:D:2)

* Brainstorm available resources and/or possible keywords to use as search terms. (IL:E:1)

* Develop a plan for gathering information. (IL:E:2)

**Safety & Security**

**CommonSense Media**

* Staying Safe Online (Information Seeking Strategies)
  + Understand that being safe when they visit websites is similar to staying safe in real life.
  + Learn to recognize websites that are good for them to visit.
  + Recognize if they should ask an adult they trust before they visit a particular website.
* Keep It Private (Information Seeking Strategies)
  + Recognize the kind of information that is private.
  + Understand that they should never give out private information on the Internet.
  + Learn to create effective user names that protect their private information.
* Safe Online Talk (*from* 4-5)
  + Understand that private information should not be given to anyone online without the permission of a trusted adult.
  + Learn how to respond in an online friend asks them personal questions.
* Privacy Rules (*from* 4-5)
  + Learn which information they should avoid sharing online because it is private.

**CyberSmart**

* Private Identity Information
  + Identify information that is private
  + Recall that private information should not be given out in cyberspace without permission of a parent or teacher
  + Describe how students can collaborate on a project in cyberspace

* Online Privacy
  + Recognize Web forms requesting private information
  + Recall never to submit private information to a site—even one with a favorite character—without a parent's permission

**Activities / Components**

~~CommonSense~~

* [Staying Safe Online](http://www.commonsensemedia.org/sites/default/files/k-5-safety-stayingsafeonline-lessonplan.pdf):

|  |  |
| --- | --- |
| Match statements about websites to colors of a "website traffic light" that symbolizes various levels of online safety. | * + 1. [Website Traffic Light student handout](http://www.commonsensemedia.org/sites/default/files/k-5-safety-stayingsafeonline-handout.pdf) |

|  |  |
| --- | --- |
| Play an interactive game to judge which sites are best for them. | * + 1. Red light, Green light |

* + Extension: Students make a website traffic poster in groups with tips about to identify "just right" sites.
  + Homework: Students find "just right" sites to visit with family members.
* [Keep It Private](http://www.commonsensemedia.org/sites/default/files/k-5-security-keepitprivate-lessonplan.pdf):
  + Analyze an online form that asks for private information
  + View sites that ask them to create user names and formulate rules for safeguarding their privacy.
  + Extension: Groups of students create a "Private: Keep Out" poster and a set of rules for creating user names.
  + Homework: Students share with a family member the user names they created in class and the rules for secure user names.

CyberSmart

* Private Identity Information

|  |  |
| --- | --- |
| [What's Private?](http://cybersmartcurriculum.org/safetysecurity/lessons/2-3/whats_private/) | * + 1. [What's Private?](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Whats_Private.pdf) student handout |

* + Students experience the excitement and power of the Internet while learning safety and security rules to protect their identities online, not only in terms of personal safety but in the context of identity theft.

* Online Privacy

|  |  |
| --- | --- |
| [Filling Out a Form - Ask First](http://cybersmartcurriculum.org/safetysecurity/lessons/2-3/filling_out_a_form_ask_first/) | * + 1. [Filling out a Form - ask First student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Filling_Out_A_Form_Ask_First.pdf) |

* + Students learn that commercial websites collect information about visitors and how to recognize whether such sites protect the privacy of children.

**Additional Resources**

**My Online Neighborhood** (YouTube - from CommonSense Media; 3:31)

Outlines three rules for building a safe online community.

1. Always ask your parents first.
2. Only talk to people you know.
3. Stick to places that are just right for you.

Suggested Teacher Discussion Questions:

Why do you think it is important to be safe on the internet?

How do you know if a site is safe?

<http://www.youtube.com/watch?v=3oOZ93jfAhg>

**Router's Birthday Surprise** (NetSmartz)

Are your students "net smart"? Help them become certified NetSmartz kids with *Router's Birthday Surprise*, a learning adventure that helps children ages 5-10 identify and defeat on- and offline risks. There are three unique versions of this resource to suit your educational needs — an animated video, assembly-style presentation, and online, interactive adventure. Use the chart below to compare the available features of each and choose the one that works best for you.

<http://www.netsmartz.org/RBS>>

**Additional NetSmartz Kids Videos** <http://www.netsmartz.org/NetSmartzKids>

*See also* PLPDublineDallas10 - 3rd Grade Lessons and Resources

<http://plpohiodallas10.wikispaces.com/3rd+Grade+Lessons+and+Resources>

Grade 4

Ohio Library Guidelines

* Discuss and define the difference between fact and opinion (e.g., fact: the cafeteria served pizza today; opinion: the pizza was good). (IL:D:2)
* Identify a topic for research. (IL:E:1)

**Safety & Security**

CommonSense Media

* Safe Online Talk (*from* K-3)
  + Compare and contrast online friends and real-life, face-to-face pals
  + Understand that private information should not be given to anyone online without the permission of a trusted adult.
  + Learn how to respond in an online friend asks them personal questions.

* Powerful Passwords
  + Understand the functions of passwords.
* You've Won a Prize!
  + Learn what spam is and what forms it takes.
  + Explore strategies for safely managing unwanted messages.
  + Demonstrate that they know how to spot spam.
* Privacy Rules
  + Learn which information they should avoid sharing online because it is private.
  + Practice checking websites they visit for privacy policies and privacy seals of approval.

CyberSmart

* Private Identity Information
  + Identify private information
  + Recall that private information should not be given out in cyberspace without permission of a parent or teacher
  + Give examples of how Web sites request private information
* Meeting People Online
  + Compare and contrast cyber pals and face-to-face friends.
  + Recall that private information should not be given to anyone in cyberspace without the permission of a parent or guardian.
* Security
  + Describe the functions of passwords.
  + Identify strategies for creating and protecting secure passwords.
  + Describe ways to enjoy e-mail and instant messaging.
  + Define spam.
  + Identify strategies for responsibly and safely managing unsolicited messages.
* Online Privacy
  + Explain that children's sites must, by law, protect the private information of children 13 and younger.
  + Determine whether a site has a privacy policy and privacy seals of approval

**Activities / Components**

Commonsense Media

* [Safe Talk Online](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Safety-TalkingSafelyOnline-LessonPlan.pdf)

|  |  |
| --- | --- |
| 1. Compare differences between online and real-life friendships. 2. Respond to a problematic online-chat scenario. 3. Sign a checklist for safe online chatting. | 1. [The Right Answer student handout](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Safety-TalkingSafelyOnline-TheRightAnswer-Handout.pdf) 2. [Chatting Safety Checklist student handout](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Safety-TalkingSafelyOnline-ChattingSafetyChecklist-Handout.pdf) |

* Extension: Visit three kid-friendly websites that have monitored chat, observe whether anyone is revealing personal information, and report back to the class to think about ways to chat online safely.
* [Powerful Passwords](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Security-PowerfulPasswords-LessonPlan.pdf)

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| --- | --- |
| 1. Learn tips for the do's and don'ts for powerful passwords. 2. Respond to "yes" or "no" statements regarding the security of their current password. 3. Create an example of a new and powerful password. | 1. [Do's and Don'ts of Powerful Passwords student handout](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Security-PowerfulPasswords-DosAndDonts-Handout.pdf). |

* Extension: Use a mnemonic device to create a powerful password, or create a new password using an online password generator at [www.maord.com](http://www.maord.com)
* Homework: Test the password of a parent or family member using the do's and don'ts of powerful passwords tips from class. Give a point for each "do" and subtract a point for each "don't," and tally the scores.
* [You've Won a Prize!](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Security-YouveWonPrize-LessonPlan.pdf)

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| 1. Compare junk mail to spam. 2. Learn tips to handle spam safely, and use those tips to answer questions about a scenario in which a boy receives spam. 3. Create a song about how to deal with spam, using the spam tips. | 1. [Is it True? Student handout](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Security-YouveWonPrize-IsItTrue-Handout.pdf) |

* Extension: Design posters to educate younger students about how to identify and deal with spam (can also be created on [www.glogster.com](http://www.glogster.com)).
* Homework: Share their Spam Stoppers songs with family members to educate them about how to deal with spam.
* [Privacy Rules](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Security-PrivacyRules-LessonPlan.pdf)

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| --- | --- |
| 1. Discuss a scenario where their private information is shared without their permission. 2. Learn how their private information is protected by privacy laws that regulate kids' web sites. 3. Locate privacy policies on several kids websites. | 1. [Privacy Checklist student handout](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Security-PrivacyRules-PrivacyChecklist-Handout.pdf) |

* Extension: Draw a "privacy vault" listing which type of information (home address, phone number, etc.) should go inside.

CyberSmart

* Private Identity Information

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| [Private Information](http://cybersmartcurriculum.org/safetysecurity/lessons/4-5/private_information/) | [Private Information](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Private_Information.pdf) student handout |

* + Students experience the excitement and power of the internet while learning safety and security rules to protect their identities online, not only in terms of personal safety but in the context of identity theft.

* Meeting People Online

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| [Safe talking in Cyberspace](http://cybersmartcurriculum.org/safetysecurity/lessons/4-5/safe_talking_in_cyberspace/) | [Safe Talking in Cyberspace / Cyberspace Talk Safety Checklist student handouts](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Safe_Talking_In_Cyberspace.pdf) |

* + Students learn that, although they may develop rewarding online relationships, the people they meet in cyberspace must be treated as strangers.

* Security

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| --- | --- |
| [Powerful Passwords](http://cybersmartcurriculum.org/safetysecurity/lessons/4-5/powerful_passwords/) | [Powerful Passwords handout / game](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Powerful_Passwords.pdf) |

* + Students learn how to handle email, messaging, texting, password-protected accounts, and computer networks securely.

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| [Handling email and IM](http://cybersmartcurriculum.org/safetysecurity/lessons/4-5/handling_e-mail_and_im/) | [Handling Email and IM student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Handling_Email_and_Im.pdf) |

* Students consider the positive uses of e-mail and instant messaging and identify strategies for responsibly managing spam and other messages that make them uncomfortable.

* Online Privacy

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| --- | --- |
| [Privacy Rules!](http://cybersmartcurriculum.org/safetysecurity/lessons/4-5/privacy_rules/) | [Privacy Rules! Student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Privacy_Rules.pdf) |

* + Students learn that commercial websites collect information about visitors and how to recognize whether such sites protect the privacy of children.

**Additional Resources**

Privacy Playground: The First Adventures of the Three Cyber Pigs (interactive)

<http://www.media-awareness.ca/english/special_initiatives/games/privacy_playground/flash/start.html>

BrainPOP

**Information Privacy**

The Internet is a fun place--but it can also be dangerous. Spammers, hackers, and identity thieves lurk in the corners of the World Wide Web, waiting to grab unsuspecting users’ personal information. In this BrainPOP movie, Tim and Moby show you how you can keep yourself safe by keeping your personal information private! You’ll learn how to recognize and avoid the most common scams used by these digital nogoodniks. You’ll also find out why it’s important to read a site’s privacy policy before entering with anyone you don’t know in real life. Finally, you’ll discover why it’s never a good idea to post information that you wouldn’t want your parents or teachers to see! So don’t be scared of the Internet; educate yourself, and be prepared!

<http://www.brainpop.com/technology/computersandinternet/informationprivacy/preview.weml>

**Online Safety**

You’ve got mail! Surfing the Web can be fun and informative, but it can be dangerous, too. Let Tim and Moby help you sort out the good from the bad as you learn some rules to keep you safe in this BrainPOP movie on online safety. Figure out how to keep your identity a secret, how to identify people who might not be a nice as they seem, and who can help you stay safe. You’ll also discover some rules that are good to follow both online and in life and what can happen if you break the World Wide Web code of conduct. Finally, you’ll find out about some places that are good for kids to hang out online. Here’s a hint: BrainPOP is definitely one of them!

<http://www.brainpop.com/technology/computersandinternet/onlinesafety/preview.weml>

Grade 5

Ohio Library Guidelines

* Generate a topic, assigned or personal interest, and develop open-ended questions for research. (IL:E:1)

**Safety & Security**

CommonSense Media

* Safe Online Talk (*from* K-3)
  + Compare and contrast online friends and real-life, face-to-face pals
  + Understand that private information should not be given to anyone online without the permission of a trusted adult.
  + Learn how to respond in an online friend asks them personal questions.
* Powerful Passwords
  + Identify strategies for creating and protecting secure passwords.
  + Create their own secure passwords using the lesson guidelines.
* Privacy Rules
  + Learn which information they should avoid sharing online because it is private.
  + Practice checking websites they visit for privacy policies and privacy seals of approval.

CyberSmart

* Private Identity Information
  + Identify private information
  + Recall that private information should not be given out in cyberspace without permission of a parent or teacher
  + Give examples of how Web sites request private information
* Meeting People Online
  + Compare and contrast cyber pals and face-to-face friends.
  + Recall that private information should not be given to anyone in cyberspace without the permission of a parent or guardian.
* Security
  + Describe the functions of passwords.
  + Identify strategies for creating and protecting secure passwords.
* Online Privacy
  + Explain that children's sites must, by law, protect the private information of children 13 and younger.
  + Determine whether a site has a privacy policy and privacy seals of approval

**Activities / Components**

Commonsense Media

* [Safe Talk Online](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Safety-TalkingSafelyOnline-LessonPlan.pdf)

|  |  |
| --- | --- |
| 1. Compare differences between online and real-life friendships. 2. Respond to a problematic online-chat scenario. 3. Sign a checklist for safe online chatting. | 1. [The Right Answer student handout](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Safety-TalkingSafelyOnline-TheRightAnswer-Handout.pdf) 2. [Chatting Safety Checklist student handout](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Safety-TalkingSafelyOnline-ChattingSafetyChecklist-Handout.pdf) |

* Extension: Visit three kid-friendly websites that have monitored chat, observe whether anyone is revealing personal information, and report back to the class to think about ways to chat online safely.
* [Powerful Passwords](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Security-PowerfulPasswords-LessonPlan.pdf)

|  |  |
| --- | --- |
| 1. Learn tips for the do's and don'ts for powerful passwords. 2. Respond to "yes" or "no" statements regarding the security of their current password. 3. Create an example of a new and powerful password. | 1. [Do's and Don'ts of Powerful Passwords student handout](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Security-PowerfulPasswords-DosAndDonts-Handout.pdf). |

* Extension: Use a mnemonic device to create a powerful password, or create a new password using an online password generator at [www.maord.com](http://www.maord.com)
* Homework: Test the password of a parent or family member using the do's and don'ts of powerful passwords tips from class. Give a point for each "do" and subtract a point for each "don't," and tally the scores.
* [Privacy Rules](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Security-PrivacyRules-LessonPlan.pdf)

|  |  |
| --- | --- |
| 1. Discuss a scenario where their private information is shared without their permission. 2. Learn how their private information is protected by privacy laws that regulate kids' web sites. 3. Locate privacy policies on several kids websites. | 1. [Privacy Checklist student handout](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Security-PrivacyRules-PrivacyChecklist-Handout.pdf) |

* Extension: Draw a "privacy vault" listing which type of information (home address, phone number, etc.) should go inside.

CyberSmart

* Private Identity Information

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| --- | --- |
| [Private Information](http://cybersmartcurriculum.org/safetysecurity/lessons/4-5/private_information/) | [Private Information](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Private_Information.pdf) student handout |

* + Students experience the excitement and power of the internet while learning safety and security rules to protect their identities online, not only in terms of personal safety but in the context of identity theft.

* Meeting People Online

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| [Safe talking in Cyberspace](http://cybersmartcurriculum.org/safetysecurity/lessons/4-5/safe_talking_in_cyberspace/) | [Safe Talking in Cyberspace / Cyberspace Talk Safety Checklist student handouts](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Safe_Talking_In_Cyberspace.pdf) |

* + Students learn that, although they may develop rewarding online relationships, the people they meet in cyberspace must be treated as strangers.

* Security

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| [Powerful Passwords](http://cybersmartcurriculum.org/safetysecurity/lessons/4-5/powerful_passwords/) | [Powerful Passwords handout / game](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Powerful_Passwords.pdf) |

* + Students learn how to handle email, messaging, texting, password-protected accounts, and computer networks securely.
* Online Privacy

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| [Privacy Rules!](http://cybersmartcurriculum.org/safetysecurity/lessons/4-5/privacy_rules/) | [Privacy Rules! Student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Privacy_Rules.pdf) |

* + Students learn that commercial websites collect information about visitors and how to recognize whether such sites protect the privacy of children.

**Additional Resources**

**BrainPOP**

[**Online Safety**](http://www.brainpop.com/technology/computersandinternet/onlinesafety/preview.weml)

You’ve got mail! Surfing the Web can be fun and informative, but it can be dangerous, too. Let Tim and Moby help you sort out the good from the bad as you learn some rules to keep you safe in this BrainPOP movie on online safety. Figure out how to keep your identity a secret, how to identify people who might not be a nice as they seem, and who can help you stay safe. You’ll also discover some rules that are good to follow both online and in life and what can happen if you break the World Wide Web code of conduct. Finally, you’ll find out about some places that are good for kids to hang out online. Here’s a hint: BrainPOP is definitely one of them!

<http://www.brainpop.com/technology/computersandinternet/onlinesafety/preview.weml>

**Information Privacy**

The Internet is a fun place--but it can also be dangerous. Spammers, hackers, and identity thieves lurk in the corners of the World Wide Web, waiting to grab unsuspecting users’ personal information. In this BrainPOP movie, Tim and Moby show you how you can keep yourself safe by keeping your personal information private! You’ll learn how to recognize and avoid the most common scams used by these digital nogoodniks. You’ll also find out why it’s important to read a site’s privacy policy before entering with anyone you don’t know in real life. Finally, you’ll discover why it’s never a good idea to post information that you wouldn’t want your parents or teachers to see! So don’t be scared of the Internet; educate yourself, and be prepared!

<http://www.brainpop.com/technology/computersandinternet/informationprivacy/preview.weml>

**Discovery Education Streaming:**

**The Internet: A Guide for Students** (Internet Safety segment)

Internet Safety segment description: Advises students not to give their passwords, real name, address, picture, or phone number to anyone they meet online. A parent or guardian should always accompany you if you meet an online friend in person.

Grade 6

Ohio Library Guidelines

* Generate questions to be answered or a position to be supported when given a topic. (IL:E:1)

**Safety & Security**

CommonSense Media

* Safe Online Talk (*from* K-3)
  + Compare and contrast online friends and real-life, face-to-face pals
  + Understand that private information should not be given to anyone online without the permission of a trusted adult.
  + Learn how to respond in an online friend asks them personal questions.
* Powerful Passwords (*from* 4-5)
  + Identify strategies for creating and protecting secure passwords.
  + Create their own secure passwords using the lesson guidelines.
* Strong Passwords
  + Learn Do's and don'ts for creating strong passwords and keeping them private.
* Privacy Rules (*from* 4-5)
  + Learn which information they should avoid sharing online because it is private.
  + Understand which kinds of websites have privacy policies, and why.

CyberSmart

* Private Identity Information
  + Give examples of the kinds of information Web sites request before allowing visitors to participate in an online activity.
  + Define identity theft.
  + Distinguish between private identity information and personal information.
  + Recall that private identity information should not be communicated in cyberspace without permission of a teacher, parent, or guardian.
* Meeting People Online
  + Compare and contrast cyber pals and face-to-face friends.
  + Recall that private information should not be given to anyone in cyberspace without the permission of a parent or guardian.
* Security
  + Identify the characteristics of strong passwords.
  + Apply characteristics of strong passwords to create new passwords.
  + Communicate secure password practices to family members.

**Activities / Components**

Commonsense Media

* [Safe Talk Online](http://www.commonsensemedia.org/sites/default/files/safety-security/Safety-SafeOnlineTalk-LessonPlan.pdf)

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| 1. Compare differences between online and real-life friendships. 2. Respond to a problematic online-chat scenario. 3. Sign a checklist for safe online chatting. | 1. [The Right Answer student handout](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Safety-TalkingSafelyOnline-TheRightAnswer-Handout.pdf) 2. [Chatting Safety Checklist student handout](http://www.commonsensemedia.org/sites/default/files/safety-security/K-5-Safety-TalkingSafelyOnline-ChattingSafetyChecklist-Handout.pdf) |

* Extension: Visit three kid-friendly websites that have monitored chat, observe whether anyone is revealing personal information, and report back to the class to think about ways to chat online safely.
* [Strong Passwords](http://www.commonsensemedia.org/sites/default/files/safety-security/Security-StrongPasswords-LessonPlan.pdf)

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| 1. Analyze examples of passwords and suggest improvements. 2. Create password tip posters for family and friends. | 1. [Password Tips Student Handout](http://www.commonsensemedia.org/sites/default/files/safety-security/Security-StrongPasswords-PasswordTips-Handout.pdf) 2. [Password Challenge student handout](http://www.commonsensemedia.org/sites/default/files/safety-security/Security-StrongPasswords-PasswordChallenge-Handout.pdf) |

* Extension: Practice designing strong and weak passwords by creating one of each for a historical figure.
* Homework: Create a "random password" using arbitrary combinations of letters, numbers, and symbols; research random password generators online.

CyberSmart

* Private Identity Information

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| [Private & Personal Information](http://cybersmartcurriculum.org/safetysecurity/lessons/6-8/private_and_personal_information/) | [Private & Personal Information](http://cybersmartcurriculum.org/assets/files/activitysheets/6-8/Private_And_Personal_Information.pdf) student handout |

* + Students experience the excitement and power of the internet while learning safety and security rules to protect their identities online, not only in terms of personal safety but in the context of identity theft.

* Meeting People Online

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| [Safe talking in Cyberspace](http://cybersmartcurriculum.org/safetysecurity/lessons/4-5/safe_talking_in_cyberspace/) | [Safe Talking in Cyberspace / Cyberspace Talk Safety Checklist student handouts](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Safe_Talking_In_Cyberspace.pdf) |

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| [Strong Passwords](http://cybersmartcurriculum.org/safetysecurity/lessons/6-8/strong_passwords/) | [Strong Passwords student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/6-8/Strong_Passwords.pdf) |

* + Students learn how to create secure passwords in order to protect their private information and accounts online.